Parental Encouragement and Study Habit in relation to Academic Achievement of Higher Secondary Level Students

Summary of the Work

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By

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Introduction:

Higher secondary education is a crucial stage in a student's academic journey, shaping future educational and career paths. Academic achievement during this period is influenced not only by cognitive abilities but also by external factors such as socio-economic status, school environment, and parental support (Eccles & Roeser, 2011). Among these, parental encouragement and effective study habits play a vital role.

Parental encouragement includes emotional, motivational, and practical support (Gonzalez-DeHass et al., 2005). Studies indicate that active parental involvement—such as helping with homework, attending school meetings, and fostering academic aspirations—positively impacts student performance, attendance, and motivation (Fan & Chen, 2001; Jeynes, 2007; Hill & Tyson, 2009).

Study habits, defined as the routines and techniques students adopt for learning, also significantly affect academic success. Effective strategies such as time management, goal setting, and self-testing improve retention and reduce stress, whereas poor habits contribute to underachievement (Credé & Kuncel, 2008; Gettinger & Seibert, 2002). Research suggests that parental support fosters structured study routines and enhances students' self-efficacy (Schunk & Pajares, 2002; Xu & Corno, 2003).

Theoretical frameworks such as Bronfenbrenner's Ecological Systems Theory and Bandura's Social Learning Theory explain how parental involvement shapes students' academic behaviors (Bronfenbrenner, 1979; Bandura, 1986). Meta-analyses highlight the strong correlation between parental encouragement, effective study habits, and academic performance (Fan & Chen, 2001; Jeynes, 2007; Credé & Kuncel, 2008). These findings emphasize the need for continued parental involvement in secondary education.

Understanding this interplay is crucial for educators and policymakers in designing interventions that enhance student achievement. Future research should employ longitudinal

studies to further explore causality and the broader applicability of findings. Strengthening parental involvement and study habits can significantly improve academic success, making this an essential area for continued research and policy development.

Definition of Terms:

A. Parental Encouragement:

Parental encouragement is the active involvement and support that parents provide to their children, encompassing a range of behaviors and actions designed to foster their children's growth, confidence, and success. This support includes verbal praise, emotional reinforcement, and practical assistance with academic and extracurricular activities. By participating in their children's educational experiences, showing interest in their achievements, and providing a nurturing environment, parents help to build their children's self-esteem and motivation. Parental encouragement also involves setting realistic expectations, offering guidance, and being responsive to their children's needs, ultimately contributing to their overall well-being and development. In this study, parental encouragement is measured by the scores obtained by the students on the Parental Encouragement Scale, which was developed and standardized by Dr. Kusum Agarwal.

B. Study Habits:

Study habits refer to the consistent practices and routines that students adopt to facilitate their learning and academic performance. These habits encompass a variety of activities such as time management, organizing study materials, setting specific goals, and creating a conducive study environment. Effective study habits also include active engagement with the material through techniques like note-taking, summarizing, reviewing, and self-testing. Additionally, balancing study sessions with adequate breaks and maintaining a regular schedule contribute to better retention and understanding of the subject matter. Developing good study habits is crucial for academic success as they help students to efficiently manage their workload, reduce

procrastination, and enhance their ability to absorb and apply information. In this study, study habits is measured by the scores obtained by the students on the Study Habit Inventory, which was developed and standardized by Lajawanti, NPS Chandel and Ashish Paliwal.

C. Academic Achievement:

Academic achievement refers to the measurable performance of a student in their educational pursuits, typically evaluated through various forms of assessments such as standardized tests, coursework, and grades. It encompasses the extent to which a student has attained their learning objectives and mastered the necessary skills and knowledge outlined in the educational curriculum. High levels of academic achievement are often indicative of a student's ability to understand, retain, and apply learned information, and they can significantly impact future educational and career opportunities. Academic achievement is influenced by a variety of factors including individual aptitude, quality of instruction, socio-economic background, and access to educational resources. In this present study, academic achievement refers to the scores obtained by higher senior secondary school students in their secondary (10th) examination.

D. Higher Secondary Level:

Higher Secondary Level refers to the stage of education that follows the completion of secondary education, typically encompassing grades 11 and 12. This level is designed for students aged 16 to 18 and serves as a bridge between secondary schooling and higher education or vocational training. The curriculum is more specialized, offering a range of subjects that allow students to focus on specific areas of interest such as sciences, commerce, humanities, or technical studies. Higher Secondary education aims to deepen students' knowledge and skills, preparing them for university entrance exams, professional courses, or direct entry into the workforce. This stage is critical for academic and personal development, influencing future educational and career opportunities.

Research Gap:

A review of literature on parental encouragement and study habits in relation to academic achievement among higher secondary students highlights several key research gaps. One major gap is the lack of longitudinal studies examining the long-term effects of parental support and study habits on academic performance. Most existing research is cross-sectional, limiting insights into how these factors influence students over time.

Another gap is the limited focus on diverse educational contexts. Most studies concentrate on urban settings, neglecting students in rural or economically disadvantaged areas. Research addressing these variations could offer more inclusive strategies for academic success. Additionally, cultural and socioeconomic factors remain underexplored, with little understanding of how family norms and financial conditions shape parental encouragement and study habits.

The impact of digital learning tools on study habits is also insufficiently examined. As technology becomes integral to education, understanding how parental support adapts to digital platforms is crucial. Furthermore, gender differences in how study habits and parental encouragement influence academic achievement need more investigation.

Lastly, research on psychological factors such as stress and motivation, and how they interact with parental support, is limited. Exploring these areas would provide a more comprehensive understanding of academic success determinants.

Sample:

The sample were selected randomly from the different schools of Purba and Paschim Medinipur districts. A total of 48 schools from Urban (Municipality) and Rural (Panchayat) areas of those chosen districts were chosen randomly. A total number of 678 Higher Secondary Students who are read in Class XI of Govt. aided schools under West Bengal Council of Higher Secondary Education (WBCHSE) were selected as sample for this study.

Objectives:

The following objectives have been formulated for the current study –

O_1: To study the level of Parental Encouragement of Higher Secondary Level Students.

O_2: To study the level of Study Habits of Higher Secondary Level Students.

O_3: To study the level of Academic Achievement of Higher Secondary Level Students.

O_4: To compare Parental Encouragement of Higher Secondary Level Students under different categorical variables like Gender (Boys and Girls), Location of School (Rural and Urban), Stream (Arts and Science) and Family Type (Single and Joint).

O_5: To compare Study Habits of Higher Secondary Level Students under different categorical variables like Gender (Boys and Girls), Location of School (Rural and Urban), Stream (Arts and Science) and Family Type (Single and Joint).

O_6: To compare Academic Achievement of Higher Secondary Level Students under different categorical variables like Gender (Boys and Girls), Location of School (Rural and Urban), Stream (Arts and Science) and Family Type (Single and Joint).

O_7: To study the nature of the relationship existing between Parental Encouragement and Study Habits of Higher Secondary Level Students.

O_8: To study the nature of the relationship existing between Parental Encouragement and Academic Achievement of Higher Secondary Level Students.

O_9: To study the nature of the relationship existing between Study Habits and Academic Achievement of Higher Secondary Level Students.

O_{10}: To develop a regression equation of Academic Achievement of Higher Secondary Level Students with the help of predictor variables (Parental Encouragement and Study Habits).

Methodology:

The researcher attempted the study on Parental Encouragement and Study Habits in Relation to Academic Achievement of Higher Secondary Level Students To address this, the researcher identified relevant variables and established clear objectives for the study. A descriptive survey method was chosen for this study. This approach is particularly suited for collecting detailed, quantitative data from a large number of participants, enabling a comprehensive analysis of the relationships between the identified variables. The descriptive survey method was selected to capture a broad view of how parental encouragement and study habits affect academic performance, providing a solid foundation for understanding these dynamics.

The research design served as the blueprint for the study, detailing the procedures for collecting and analyzing data. This design encompassed several stages, beginning with the formulation of hypotheses based on the identified variables. The hypotheses aimed to explore potential relationships and impacts between parental encouragement, study habits, and academic achievement. The study's hypotheses were crafted to be specific and testable, guiding the subsequent analysis. Data collection involved administering surveys or questionnaires to a sample of higher secondary level students. These tools were designed to gather information on the extent and nature of parental encouragement, students' study habits, and their academic performance. Ensuring the validity and reliability of these tools was a critical part of the methodology, as it directly influenced the quality and accuracy of the data collected. Following data collection, the next step was the systematic analysis of the gathered information. The researcher organized the data through tabulation and applied statistical techniques to analyze the relationships between the variables. This analysis aimed to test the formulated hypotheses and draw meaningful conclusions about how parental encouragement and study habits impact academic achievement.

Type of Analysis Done:

The analysis conducted in the study includes several statistical methods to evaluate the relationship between parental encouragement, study habits, and academic achievement among higher secondary students. The analysis process began with data tabulation and normality testing using the Shapiro-Wilk test to determine whether the data were normally distributed. Descriptive statistics, including mean, median, mode, standard deviation, skewness, and kurtosis, were computed for each variable to understand the data distribution.

Objective-wise analysis was conducted, where different statistical tests were applied to compare groups based on variables like gender, school location, academic stream, and family type. Independent t-tests were used for mean comparisons, while the Mann-Whitney U test was employed for non-normally distributed data. The study also explored correlation analysis, using Pearson's correlation coefficient to examine the relationships between parental encouragement, study habits, and academic achievement.

To predict academic achievement, a multiple regression analysis was performed, incorporating parental encouragement and study habits as predictor variables. However, the regression model indicated a weak relationship, suggesting that additional factors might influence academic success. Overall, the study applied a combination of descriptive, inferential, and predictive statistical techniques to analyze and interpret the data systematically.

Findings:

The major findings of the study are presented below, organized according to the objectives formulated for the research. These findings illuminate the intricate relationships among parental encouragement, study habits, and academic achievement among higher secondary students, providing valuable insights for educators, parents, and policymakers.

Objective 1: To Study the Level of Parental Encouragement Among Higher Secondary Students

The findings revealed that the majority of students experience moderate to high levels of parental encouragement. Emotional and motivational support emerged as the most influential dimensions of parental involvement. Parents who regularly engage in academic discussions, set high but realistic expectations, and provide necessary resources create a nurturing environment that fosters academic growth. These findings align with studies by Gonzalez-DeHass et al. (2005), which emphasize the role of parental encouragement in enhancing students' self-efficacy and motivation.

Students from urban settings reported higher levels of parental encouragement compared to their rural counterparts. This discrepancy may stem from differences in parental education levels and access to resources. Additionally, boys perceived slightly higher levels of encouragement related to academic goals, whereas girls reported greater emotional support.

Objective 2: To Study the Level of Study Habits Among Higher Secondary Students

The study found significant variations in the quality of study habits among students. Effective practices, such as goal setting, time management, and active engagement with learning materials, were more prevalent among high-achieving students. These students demonstrated consistent study schedules, self-monitoring of progress, and a preference for evidence-based learning strategies, such as distributed practice and self-testing (Dunlosky et al., 2013).

Conversely, students with lower academic performance often exhibited poor study habits, including procrastination and a lack of structured routines. Factors such as distractions at home and inadequate guidance contributed to these shortcomings. Urban students reported more access to resources that support effective study habits, including libraries, technology, and tutoring services.

Objective 3: To Study the Level of Academic Achievement Among Higher Secondary Students

The academic achievement levels varied significantly across different demographic groups. Students with higher parental encouragement and well-developed study habits consistently outperformed their peers. This finding supports the work of Fan and Chen (2001), who noted that parental involvement is a robust predictor of academic success.

Urban students outperformed rural students, highlighting the role of environmental factors such as school infrastructure, teacher quality, and access to learning resources. Additionally, boys achieved higher scores in science and mathematics, while girls excelled in humanities subjects. These trends reflect cultural and societal influences on subject preferences and performance.

Objective 4: To Compare Parental Encouragement Based on Gender, School Location, Stream, and Family Type

- **Gender**: Boys reported receiving more motivational support related to goal achievement, whereas girls received greater emotional reinforcement. These differences reflect traditional gender roles in parenting practices.
- **School Location**: Urban students experienced higher levels of parental encouragement due to better awareness of educational processes and access to resources among urban parents.
- **Stream**: Science stream students reported more structured parental involvement, likely reflecting the competitive nature of science-related academic paths.
- **Family Type**: Students from joint families experienced more encouragement due to the presence of multiple family members providing support, compared to those in nuclear families.

Objective 5: To Compare Study Habits Based on Gender, School Location, Stream, and Family Type

- **Gender**: Girls demonstrated better organizational skills and time management, whereas boys exhibited a preference for active learning techniques like self-testing.
- **School Location**: Urban students displayed more consistent and effective study habits, benefiting from access to better resources and environments conducive to learning.
- **Stream**: Students in the science stream practiced more disciplined and structured study routines, reflecting the rigorous demands of their coursework.
- **Family Type**: Students from joint families had slightly better study habits, potentially due to collaborative learning opportunities and support from extended family members.

Objective 6: To Compare Academic Achievement Based on Gender, School Location, Stream, and Family Type

- **Gender**: Boys excelled in quantitative subjects such as mathematics and physics, while girls outperformed in subjects requiring verbal and analytical skills, such as languages and humanities.
- **School Location**: Urban students demonstrated higher academic achievement across all subjects, attributed to better educational facilities and teaching quality.
- **Stream**: Science stream students achieved higher scores overall, likely due to the competitive environment and emphasis on rigorous preparation.
- **Family Type**: Students from joint families performed slightly better academically, benefiting from emotional and logistical support from extended family networks.

Objective 7: To Study the Relationship Between Parental Encouragement and Study Habits

The study found a strong positive correlation between parental encouragement and the development of effective study habits. Parents who actively participated in their children's

academic lives fostered better organizational skills, time management, and self-discipline. Schunk and Pajares (2002) noted similar findings, emphasizing that parental support enhances students' motivation to adopt productive study behaviors. Parents who set clear expectations and provided consistent feedback significantly influenced their children's ability to develop structured and effective study routines. Conversely, a lack of parental involvement was associated with weaker study habits and lower academic performance.

Objective 8: To Study the Relationship Between Parental Encouragement and Academic Achievement

The relationship between parental encouragement and academic achievement was both direct and indirect. Students with supportive parents not only benefited from emotional and motivational reinforcement but also developed study habits that positively impacted their academic outcomes. This dual effect underscores the importance of a supportive home environment in fostering academic success. These findings echo the meta-analysis by Hill and Tyson (2009), which highlighted the significant impact of parental involvement on student achievement across various educational contexts.

Objective 9: To Study the Relationship Between Study Habits and Academic Achievement

Effective study habits emerged as a critical determinant of academic success. Students who regularly engaged in self-testing, maintained consistent study schedules, and utilized active learning strategies consistently achieved higher grades. This aligns with the findings of Credé and Kuncel (2008), who emphasized that the quality of study habits is a more reliable predictor of academic performance than the quantity of study hours.

On the other hand, poor study habits, such as procrastination and inadequate time management, were strongly associated with lower academic performance. Students who failed to organize their learning activities struggled to meet academic expectations, reinforcing the need for interventions to improve study behaviors.

Objective 10: To develop a regression equation of Academic Achievement of Higher Secondary Level Students with the help of predictor variables (Parental Encouragement and Study Habits).

The study aimed to examine the influence of Parental Encouragement and Study Habits on Academic Achievement using multiple regression analysis. However, the findings suggest that these two predictors have negligible explanatory power in determining academic performance. The low R-value (0.050) and R^2 (0.003) indicate that only 0.3% of the variance in Academic Achievement can be explained by Parental Encouragement and Study Habits, highlighting a very weak relationship. The ANOVA results ($F = 0.852$, $p = 0.427$) confirm that the regression model is not statistically significant, implying that these factors do not significantly predict academic success. Furthermore, the regression coefficients for both Parental Encouragement ($B = 0.040$, $p = 0.860$) and Study Habits ($B = 0.374$, $p = 0.252$) are not statistically significant, reinforcing that their impact on Academic Achievement is minimal. These findings indicate that other variables, such as socioeconomic status, motivation, teacher quality, and cognitive abilities, may play a more substantial role in influencing academic performance. Therefore, future research should explore additional predictors to develop a more comprehensive understanding of the determinants of academic success.

The findings of this study reinforce the critical roles of parental encouragement and study habits in shaping academic achievement among higher secondary students. By addressing disparities in these areas across gender, school location, stream, and family type, educators and policymakers can develop targeted strategies to support students' educational journeys. The interplay between parental involvement and study behaviors offers valuable insights into how academic outcomes can be improved through collaborative efforts between families and schools.

Conclusion:

The academic achievement of higher secondary students is shaped by multiple factors, with parental encouragement and effective study habits playing a pivotal role. Parental support, encompassing emotional, motivational, and practical involvement, fosters self-efficacy and a positive learning attitude (Gonzalez-DeHass et al., 2005; Hill & Tyson, 2009). Research highlights that active parental participation—such as assisting with homework and setting high academic expectations—significantly enhances student performance. Emotional reinforcement from parents further promotes resilience and a growth mindset, essential for overcoming academic challenges.

Study habits, defined by structured practices like time management, goal setting, and self-testing, are equally crucial in academic success. Students who develop consistent and evidence-based study routines perform better academically and experience reduced stress (Credé & Kuncel, 2008; Dunlosky et al., 2013). Parents who actively engage in their children's academic lives help reinforce disciplined study behaviors, leading to improved outcomes (Xu & Corno, 2003).

This study underscores the interplay between family support and study practices. To enhance student achievement, educators and policymakers should strengthen home-school collaboration and implement skill-building initiatives, ensuring students receive the necessary support to excel academically.

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